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ABSTRACT

This annotated bibliography offers an international perspective on attitudes toward adolescents and young adults with disabilities, and policies and service delivery systems impacting these adolescents and young adults. The bibliography provides the author, title, source, and abstract for 19 resources on attitudes toward people with disabilities, 20 resources on community services, 15 resources on health services, 28 resources on educational/vocational services, and eight resources on epidemiology and policy. The bibliography includes monographs, reports, proceedings, reference books, and periodical articles. (JDD)

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National Center for Youth with Disabilities

. . . a resource center to improve services for youth with disabilities.

CYDLINE Reviews:

Youth with Disabilities and Chronic Illnesses: International Issues

November, 1990

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National
Center for

Youth with Disabilities

The National Center for Youth with Disabilities (NCYD) is committed to raising awareness of the needs of adolescents and young adults with chronic illnesses and disabilities. In keeping with our mission, we have prepared this bibliography focusing on international issues that address attitudes, policy, and the service delivery system serving adolescents and young adults with disabilities and chronic illnesses. We hope that you will take the time to read through this bibliography and share it with anyone you believe would benefit from the information.

The information in this bibliography is drawn from the computerized database of the NCYD Resource Library. Other annotated bibliographies available, free of charge, from the NCYD Resource Library include:

- ☐ ***Transition from Pediatric to Adult Health Care for Youth with Disabilities and Chronic Illness***
- ☐ ***Adolescents with Chronic Illnesses—Issues for School Personnel***
- ☐ ***Promoting Decision-Making Skills by Youth with Disabilities—Health, Education, and Vocational Choices***
- ☐ ***An Introduction to Youth with Disabilities***
- ☐ ***Substance Use by Youth with Disabilities and Chronic Illnesses***
- ☐ ***An Introductory Guide for Youth and Parents***

You can also request specialized searches of the NCYD Resource Library on topics of your choosing simply by calling an NCYD information specialist. This person will then send you the requested information in a format similar to this bibliography. The database is also directly accessible, through menus or a command system, for interested individuals with their own computer and modem. Either way, you can easily receive current information on youth with disabilities that is specific to your particular needs and interests.

Thank you for your interest in the National Center for Youth with Disabilities. If you would like additional information on our Center, or would like to request information about the Resource Library, please call our information specialist at **1–800–333–6293** (toll–free in the United States) or **612–626–2825.**

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I. ATTITUDES TOWARD PEOPLE WITH DISABILITIES

AUTHOR Armstrong RW; Rosenbaum PL; King SM;
TITLE **A randomized controlled trial of a "buddy" programme to improve children's attitudes toward the disabled.**
SOURCE *Dev Med Child Neurol* 1987 Jun; 29(3): 327-36;

ABSTRACT Examined the effects of a buddy program on 91 **Canadian** children's (age 9–13) attitudes toward children with disabilities. Findings indicate that a buddy program can significantly improve both attitudes of buddy children and their parents.

AUTHOR Chan F; Hedl JJ; Parker HJ, et al.;
TITLE **Differential attitudes of Chinese students toward people with disabilities: A cross-cultural perspective.**
SOURCE *Int J Soc Psychiatry* 1988 Winter; 34(4): 267-73;

ABSTRACT Investigated the attitudes of 338 **Chinese** students (mean age = 16.9 years) toward people who have physical disabilities, emotional disturbances, and mental retardation. Findings indicate that people who have emotional disturbances or mental retardation were given similar evaluations, although both groups were evaluated lower than people who have physical disabilities. The positive attitudes toward people with physical disabilities is consistent with western literature, while the similar attitudes toward people with emotional disturbance and mental retardation contradict western literature.

AUTHOR DeCaro JJ; Dowaliby FJ; Maruggi EA;
TITLE **A cross-cultural examination of parents' and teachers' expectations for deaf youth regarding careers.**
SOURCE *Br J Educ Psychol* 1983 Nov; 53(Part 3): 358-63;

ABSTRACT This study compared the attitudes of **English** parents and teachers of deaf youth regarding appropriate occupations for these youth to the attitudes of **Italian** parents and teachers. No differences were found between parents and teachers or between countries. Differences did emerge between appropriate occupations for deaf versus hearing youth, with safety and communication issues distinguishing between careers.

AUTHOR Doherty J; Obani T;
TITLE **The development of concepts of handicap in adolescence: A cross-cultural study—Part 1.**
SOURCE *Educ Studies* 1986; 12(1): 95-113;

ABSTRACT This paper, the first in a series, presents a short literature review and methodological overview that seeks to chart the development of the concept of "handicap" in the non-handicapped adolescents. The study involved interviews with 306 **Nigerian** and **British** adolescents (age 11–17) and aims to provide insight into the implementation of community integration for children and adolescents with disabilities.

AUTHOR Doherty J; Obani T;
TITLE **The development of concepts of handicap in adolescence: A cross-cultural study—Part 3.**
SOURCE *Educ Studies* 1986; 12(3): 291-311;

ABSTRACT In this cross-cultural (**Great Britain** and **Nigeria**) comparison of adolescent attitudes concerning different categories and effects of handicap, it was discovered that age/maturity is the most relevant factor in the level of understanding. Also, girls overall achieve more mature levels of understanding regarding the effects of handicapping conditions. Not significant was nationality or attitude in the development of adolescent understanding of the effects of handicap.

AUTHOR Florian V; Kehat D;
TITLE **Changing high school students' attitudes toward disabled people.**
SOURCE *Health Soc Work* 1987 Winter; 12(1): 57-63;

ABSTRACT This **Israeli** study examined three aspects of adolescents' attitudes toward people with physical disabilities: cognitive (knowledge level and beliefs), emotional (feelings), and behavioral (actual actions toward or in the company of someone with a disability). Through a multi-method educational program (employing information, values-clarification, and experiential learning strategies), experimenters acheived the greatest effect on the emotional component of attitudes. They speculate that this was achieved through the provision of opportunities for integrated social interaction. Statistically significant behavioral changes were not acheived. The authors suggest this is due to a lack of intimate and prolonged integrated social contact.

AUTHOR Florian V; Weisel A; Kravetz S; et al.;
TITLE **Attitudes in the kibbutz and city toward persons with disabilities: A multifactorial comparison.**
SOURCE *Rehab Counsel Bull* 1989 Mar; 32(3): 210-18;

ABSTRACT Compared the attitudes toward people with disabilities of 290 **Israeli** adolescents living on a kibbutz with those living in a city. Attitudes related to behavior were more positive for kibbutz youth than city youth, while no differences were found for attitudes related to emotional experiences.

AUTHOR Gillies P; Shackley T;
TITLE **Adolescents' views of their physically handicapped peers – A comparative study.**
SOURCE *Educ Res* 1988 Jun; 30(2): 104-9;

ABSTRACT Two **American** schools were used for the focus of this study that explored adolescents' views of their peers who had physical handicaps. One school was integrated with students who had physical handicaps and one school was not integrated. The results from this study suggest that non-disabled adolescents in integrated schools are more likely than their non-disabled, non-integrated peers to hold a positive view of other young people with physical handicaps.

AUTHOR | Katz S; Kravetz S; Karlinsky M;
TITLE | **Attitudes of high school students in the United States regarding disability: A replication of an Israeli study.**
SOURCE | *Rehab Counsel Bull* 1986 Dec; 30(2): 102-9;

ABSTRACT | A survey of 143 17–18 year old **Israeli** high school students indicates that attitudes toward people with disabilities were positively influenced by whether the disability was of military orgin and by whether the person had no control over the cause of the disability. In the United States, attitudes toward people with disabilities were unaffected by whether the disability was of military or civilian origin or by whether the person was responsible for the disability. Also, people with disabilities were more positively evaluated in the United States than in Israel.

AUTHOR | Margalit M; Miron M;
TITLE | **The attitudes of Israeli adolescents toward handicapped people.**
SOURCE | *Except Child* 1983 Nov; 30(3): 195-200;

ABSTRACT | The attitudes of 262 **Israeli** high school students (age 12–17) toward people with disabilities were investigated. Findings indicate that attitudes tend to be affected by the limitations of people with disabilities, feelings of reservation and shame, and the rights of people with disabilities, but not by type of handicap. Females tended to express more accepting attitudes toward people with disabilities and to be less concerned with the limitations of people with disabilities and feelings of shame and reservation.

AUTHOR | McConkey R; McCormack B; Naughton M;
TITLE | **A national survey of young people's perception of mental handicap.**
SOURCE | *J Ment Defic Res* 1983 Sep; 27(Part 3): 171-83;

ABSTRACT | A national survey of 1,340 **Irish** students' (age 15–16) attitudes toward people with mental disabilities. Data indicate that students who had previous contact with people who have mental disabilities were more knowledgable about disabilities and had more positive attitudes toward people with mental disabilities. Also, females had significantly more interactive contact, confidence at meeting, and were more willing to help people with mental disablitities than were males.

AUTHOR | McConkey R; McCormack B; Naughton M;
TITLE | **Changing young people's perceptions of mentally handicapped adults.**
SOURCE | *J Ment Defic Res* 1983 Dec; 27(Part 4): 279-90;

ABSTRACT | Studied 420 **Irish** students' (age 15–17) attitides toward people with disabilities through a short educational program involving contact with a group of adults who were mentally retarded. Results indicate the program was effective at increasing students' confidence in meeting people who are mentally retarded and students' knowledge of mental retardation. A replication of the study using teachers and adult day care staff showed the program was also effective with a variety of presenters.

AUTHOR McConkey R; Templer S;
TITLE **Videocourses for training staff in developing countries: An example with severely retarded and multiply handicapped children.**
SOURCE *Int J Rehab Res* 1987; 10(2): 206-10;

ABSTRACT An evaluation and description of a videocourse for staff that serve people with disabilities in **Zimbabwe**. The course aims to promote awareness of individuals with disabilities, provide staff with activities to promote client's physical, social, and cognitive development, train staff in assessing developmental levels, and to establish individual program plans for each client. Results of the evaluation indicate that videocourses are effective methods to train staff in developing countries.

AUTHOR Obani T; Doherty J;
TITLE **The development of concepts of handicaps in adolescence: A cross-cultural study, Part II.**
SOURCE *Educ Studies* 1986; 12(2): 191-212;

ABSTRACT In a study of **Nigerian** and **British** adolescents' concepts of the causality of disabilities, it was found that age is an important predictor and nationality has some effect, although probably a modifying role.

AUTHOR Obani T; Doherty J;
TITLE **The development of concepts of handicaps in adolescence: A cross-cultural study. IV. The rehabilitation of the handicapped.**
SOURCE *Educ Studies* 1987; 13(2): 187-99;

ABSTRACT In a study of **British** and **Nigerian** adolescents' understanding of the rehabilitation of people with disabilities, it was found that age is the single most important predictive factor with gender being significant to a lesser degree. Attitudes toward people with disabilities was not an important factor.

AUTHOR Stancic V;
TITLE **Some subjective and objective prerequisites to educational integration of handicapped children.**
SOURCE *Int J Rehab Res* 1984; 7(3): 273-82;

ABSTRACT Investigated the attitudes of 3,263 **Yugoslavian** teachers, parents, and students toward people with disabilities and toward the integration of students with disabilities into regular education. Data indicate that in accordance with U.S. studies, teachers from outside the city tend to hold more positive views of integration than teachers from within the city, and that young male teachers who have worked with children with disabilities have the most favorable attitudes toward integration.

AUTHOR Walker S;
TITLE **A comparison of attitudes and knowledge of Ghanaian college students relative to the mentally retarded.**
SOURCE *Appl Res Ment Retard* 1982; 3(2): 163-74;

ABSTRACT Compared attitudes toward people with disabilities of 146 college students and nonstudents in **Ghana, West Africa**. Findings indicate that greater knowledge about disabilities is associated with less favorable attitudes toward people with disabilities. Results are explained in terms of traditional cultural beliefs toward disabilities.

AUTHOR Weisel A;
TITLE **Contact with mainstreamed disabled children and attitudes towards disability: A multidimensional analysis.**
SOURCE *Educ Psychol* 1988; 8(3): 161-8;

ABSTRACT Examined the attitudes of 156 **Israeli** students who have experienced varying degrees of contact with students who have a hearing impairment. No differences were found between the attitudes of students who were in integrated classrooms and those students who were in non-integrated schools. Students who had moderate contact with students who have hearing impairments expressed the most negative attitudes toward people with disabilities.

AUTHOR Weisel A; Kravetz S; Florian V; et al.;
TITLE **The structure of attitudes toward persons with disabilities: An Israeli validation of Siller's Disability Factor Scales–General (DFS–G).**
SOURCE *Rehab Psychol* 1988 Winter; 33(4): 227-38;
ABSTRACT Investigated the cross-cultural validity of Siller's Disability Factor Scales-General on a sample of 658 **Israeli** adolescents. Findings indicate that both Israeli and American adolescents exhibit similar attitudes toward people with disabilities. There is also support for the notion that attitudes toward disabilities are linked to interpersonal and intrapersonal pressures that transcend cultural differences.

II. COMMUNITY SERVICES

AUTHOR | Abang TB;
TITLE | **Disablement, disability, and the *Nigerian* society.**
SOURCE | *Disability Handicap Society* 1988; 3(1): 71-7;

ABSTRACT | Issues surrounding disabilities in developing countries. Most of these disabilities are preventable, given greater medical resources. Common **Nigerian** perceptions of disabilities, influenced by myth and superstition, are described. Nigerian society is examined within the context of rights to access, medical care, and education.

AUTHOR | Ayer S;
TITLE | **Community care: Failure of professionals to meet family needs.**
SOURCE | *Child Care Health Dev* 1984 May; 10(3): 127-40;

ABSTRACT | Following a brief history of services for individuals who have mental handicaps in **Great Britain**, this article reports on a study of 120 mothers engaged in home care of their children (age 3–17) who have severe mental handicaps. Findings indicated: many mothers were unaware of available services; services are determined by professional, not client, perspectives; services may offer to substitute for, rather than reinforce, the mother's perceived role. Parents are thus seeking support through mutual aid and self-help groups.

AUTHOR | Baldwin S; Godfrey C; Staden F;
TITLE | **Childhood disablement and family incomes.**
SOURCE | *J Epidemiol Community Health* 1983 Sep; 37(3): 187-95;

ABSTRACT | This **British** study found that families (n = 1,078) with a child who has a severe disability had significantly lower incomes than control families. The strength of this effect increased with the age of the youngest child in the family. Both mothers' and fathers' earnings reflected this effect. Mothers of children with disabilties were less likely to be employed at all; when they were employed, they tended to work fewer hours. Disability benefits fell far short of closing the gap between families who have children with disabilities and control families.

AUTHOR Brimblecombe FS;
TITLE **The needs of young intellectually retarded adults. Eighteenth Blake Marsh lecture delivered before the Royal College of Psychiatrists, February 1984.**
SOURCE *Br J Psychiatry* 1985 Jan; 146: 5-10;

ABSTRACT This lecture assesses the current system of services for adolescents with mental retardation and young adults in **Great Britain**, with particular attention to services related to work; housing; and health, education and social services. Current providers are charged with having become rigidly committed to their own perceptions of the needs of these individuals. Professionals are encouraged, rather, to turn to the experience of the individuals with disabilities, their surroundings and families, to identify what the service system needs to provide. Graphic models are presented. Recommendations are given for the training of service providers. Education is asserted as the key to a better future for all concerned.

AUTHOR Coyne A; Brown ME;
TITLE **Developmentally disabled children can be adopted.**
SOURCE *Child Welfare* 1985 Nov; 64(6): 607-15;

ABSTRACT This survey of 799 adoption agencies in the **U.S.** and **Canada** found that placement of children with developmental disabilities is not as difficult as general opinion might dictate. Rural agencies may be even more successful than urban agencies. Adoptions occur for children of all ages: 9.5% of identified children were placed when they were 13 or older. Former foster parents accounted for only 26% of adopters. The disruption rate for all adoptions was low.

AUTHOR Farquhar JW;
TITLE **The youth diabetic (YD) project at Firbush.**
SOURCE *Diabetic Med* 1985 Sep; 2(5): 424;

ABSTRACT Description of a **British** self-help group for young adults (age 18–23) with diabetes. The group promotes social interaction and recreation, health education, and advocacy.

AUTHOR Foller as S; Michalsen H; Bentsen BS;
TITLE **Social-Medical aspects of cystic fibrosis in *Norway*. II. Economy and housing situation.**
SOURCE *Scand J Gastroenterol (Suppl.)* 1988 Jun; 143: 56-9;

ABSTRACT This study compared the economic status of 90 Norwegian families with a child with cystic fibrosis (CF) to control families. Families with adolescents with CF reported fewer special needs in housing and lower expenses for care than did families of younger children with CF. Data indicate that CF families may receive less unpaid help from family and friends because of the perceived added reponsibility involved in taking care of a sick child. The rates of use of Norwegian state financial aid programs are discussed.

AUTHOR Gaillard F; Converso GD;
TITLE **Cost and quality of psycho-pedagogic institutional care: The case of 56 establishments in the Swiss canton of Vaud.**
SOURCE *Int J Rehab Res* 1988; 11(2): 109-15;

ABSTRACT Evaluated residential institutions in **Switzerland** that serve children and adolescents with a variety of disabilities. A factor analysis indicates that the cost of care is directly proportional to the quality of care, and that the increasing cost of residential placement is primarily due to an increase in the number of specialized service providers.

AUTHOR Hirst M;
TITLE **Dependency and family care of young adults with disabilities.**
SOURCE *Child Care Health Dev* 1985 Jul; 11(4): 241-57;

ABSTRACT This **British** survey interviewed the primary care givers (n = 291) in families with young adult members (18–22 years of age) who had a severe disability. The study found that most of these young adults were highly dependent on others for personal care, mobility, and daily living, although over half of them had received training in these areas. Mothers were most often the primary care givers. The author suggests professionals recognize the resulting burden on mothers.

AUTHOR Hirst MA;
TITLE **Disabilities, benefits, and disability benefits.**
SOURCE *Int J Rehab Res* 1986; 9(1): 3-12;

ABSTRACT The relationship between type of disability and amount of benefit was investigated in a sample of 248 young adults (age 18–22) in **England** who have severe disabilities. Findings indicate that those with the most severe disabilities did not receive the most financial support and that those with similar disabilities often receive different amounts of financial support. Individuals with physical disabilities tend to receive more financial support than those with mental disabilities despite reports which show that costs associated with mental disabilities are equal or greater than costs associated with physical disabilities.

AUTHOR Kohler L;
TITLE **Handicapped children in the nordic countries.**
BOOK *Social Integration of Young People with Chronic Diseases.*
EDITOR Baldew–Visser S; Baldew IM;
SOURCE Foundation for Chronic Diseases in Children: Zwolle, The Netherlands, 1989: 15-29;

ABSTRACT Presents epidemiological data on children aged 2–18 in **Denmark, Finland, Norway,** and **Sweden.** The impacts of chronic disability on the individual, the family, and the community are discussed. Provided is an overview of trends in medical services: early detection and diagnosis, reliable and comprehensive assessment of the child and the family, coordinated treatment planning, immediate treatment, continuing care and periodic review of the treatment plan, social services, and integration. This is one chapter in a book that addresses many issues regarding youth with disabilities.

EDITOR Ludlow BL; Turnbull AP; Luckasson R;
BOOK *Transitions to Adult Life for People with Mental Retardation—Principles and Practices.*
SOURCE Paul H. Brookes: Baltimore, MD, 1988: 380.

ABSTRACT Examines policy issues, principles, and practices of transition within the context of the **American** service delivery system. Focuses on a transition process that includes development of vocational, personal, and social skills.

AUTHOR Mariga L; McConkey R;
TITLE **Home-based learning programmes for mentally handicapped people in rural areas of Zimbabwe.**
SOURCE *Int J Rehab Res* 1987; 10(2): 175-83;

ABSTRACT Describes a community-based rehabilitation programme in rural **Zimbabwe** for children and young adults who are mentally handicapped. Included are details on the staff, local agencies, clients, resources, and goals of the programme. The partnership with local agencies, training and monitoring of the staff, and the use of resources are highlighted as critical to the programme's success.

AUTHOR Michalsen H; Foller as S; Bentsen BS;
TITLE **Social-medical aspects of cystic fibrosis in *Norway*. III. The education and occupation of mothers.**
SOURCE *Scand J Gastroenterol (Suppl. 143)* 1988: 60-4;

ABSTRACT This study found that mothers of children and adolescents with cystic fibrosis (CF) in **Norway** discontinued or halted progress in their education more often than mothers of children without CF (who, in turn, did so more often than fathers of children with CF). Career interruption or obstructed career progress was even more common among mothers of children with CF. Fathers' education and careers were generally unaffected by their child's CF status. The authors conclude that traditional sex-role values persist within families, and that such values may exert greater influence in families with chronically ill children. Note that the differences in likelihood of career/school continuances were more strongly associated with gender than with the child's CF status.

EDITOR Reynolds GD;
BOOK *Proceedings from Mainstreaming Activities for Youth (Project MAY). Congresses and Conferences.*
SOURCE Office of Special Education and Rehabilitative Services:Washington, DC, 1981: 388;

ABSTRACT A collection of papers from Project MAY (Mainstreaming Activities for Youth). Included is an international overview of the state of the art of services and programs for people with disabilities, cultural universals in mainstreaming, and strategies for mainstreaming from the **United Kingdom**, **Sweden**, **Canada**, and the **United States**.

AUTHOR Shanmugam IS;
TITLE **Socio economic problems of the orthopaedically handicapped persons.**
SOURCE *Int J Rehab Res* 1983 Mar.; 6(1): 82-3;

ABSTRACT Investigated economic and psychosocial problems of people (age 10–40) with orthopaedic disabilities in **India**. Results indicate that economic problem[illegible]e more prevalent than psychosocial problems, and that due to various socioeconomic problems, treatment of many patients with orthopaedic disabilities tends to be irregular and lasts less than one year.

AUTHOR Stiff B;
TITLE **Adolescence and physical handicap.**
SOURCE *Nursing* 1985 Aug; 2(40): 1192-3;

ABSTRACT An overview of pertinent issues for adolescents with handicaps. Emotional and physical concerns are discussed. The roles of the **British** professionals are identified: health visitor, social worker, occupational therapist, school nurse, community nurse, hospital nurse. A reference guide on financial provisions is made available. A single case study is used for illustration.

AUTHOR Syme J; Wilton K;
TITLE **Perceptions of a community program for multiply handicapped blind young adults.**
SOURCE *J Visual Impair Blindness* 1987 Feb; 81(2): 59-60;

ABSTRACT A survey of parents and staff of nine young adults (age 18–30) who are multiply handicapped and enrolled in a community living program in **New Zealand**. Findings indicate that both parents and staff support parental involvement in the community living program, and sheltered workshops were the most appropriate option for these nine young adults with multiple handicaps, although they did not rule out the possibility of outside employment.

AUTHOR Thomas A; Bax M; Coombes K; et al.;
TITLE **The health and social needs of physically handicapped young adults: Are they being met by the statutory services?**
SOURCE *Dev Med Child Neurol* 1985 Aug; Suppl 50: 1-20;

ABSTRACT This monograph analyzes the availability and adequacy of comprehensive services for young adults, especially those with cerebral palsy, spina bifida, or muscular dystrophy. The authors review studies of orthopedic problems, speech problems, incontinence, dental health, sexuality, psychosocial adjustment, education, employment, economic support, recreation, and social support. Although specific to the **United Kingdom**, there are implications for youth with disabilities in transition to adulthood in any country.

AUTHOR Werner D;
BOOK *Disabled Village Children. A Guide for Community Health Workers, Rehabilitation Workers, and Families (1st Edition).*
SOURCE Hesperian Foundation: P.O. Box 1692, Palo Alto, CA 94302, 1987: 703;

ABSTRACT Basic information is provided in this illustrated reference book on children and youth with disabilities in **developing countries**. Emphasis is placed on basic practice issues: examination, prevention, identification, measurement, recording salient information, assistive devices, exercises, management techniques, strategies to facilitate adjustment, community organization, educational issues, vocational issues, and social issues. Successful programs are described, including Project Projimo and Project Plaxtla in **Mexico** where this text was field-tested. Price: $15.00.

III. HEALTH SERVICES

AUTHOR Bax MCO; Smyth DPL; Thomas AP;
TITLE **Health care of physically handicapped young adults.**
SOURCE *Br Med J* 1988 Apr; 296(6630): 1153-5;

ABSTRACT This needs assessment, conducted in London and Buckinghamshire, **England**, identified the health needs of a group of young adults (n = 111, 18–25 years of age) with moderate to severe disabilities. Generally, the health status of these individuals was poor. Less than one-third were receiving appropriate health care. Regular health care declined greatly after they left school and the health care access it afforded.

AUTHOR Brewer EJ; McPherson M; Magrab PR;
TITLE **Family–centered, community–based, coordinated care for children with special health care needs.**
SOURCE *Pediatrics* 1989 Jun; 83(6): 1055-60;

ABSTRACT A general description of the basic tenets of family–centered, community–based coordinated care for the **United States** health care system is given. Suggestions for solutions to current problems in implementing such a system include: case managers and community health teams; the role of tertiary medical centers; and the coordination and financing of care. The role of pediatricians, problems they encounter, and potential strategies they may use to better provide services to children with special health needs are detailed.

AUTHOR Bruce T;
TITLE **Emotional sequelae of chronic inflammatory bowel disease in children and adolescents.**
SOURCE *Clin Gastroenterol* 1986 Jan; 15(1): 89-104;

ABSTRACT Begins with a review of emotional effects of chronic illness and psychosomatic notions of inflammatory bowel disease. This article goes on to describe in detail a program at a **British** hospital which brought a psychiatric care team and a pediatric care team together to address both the physical and psychological effects and possible causes of Crohn's disease.

AUTHOR Burne SR; Dominica F; Baum JD;
TITLE **Helen House—A hospice for children: Analysis of the first year.**
SOURCE *Br Med J* 1984 Dec; 289(6459): 1665-8;

ABSTRACT Describes a **British** hospice for children and adolescents, including: facilities and staffing, initial contacts with patients, admissions policies, case studies of four early adolescents, and services provided. Families used the hospice primarily for relief care. This facility follows the model provided by hospices for adults. Services are geared largely (but not exclusively) toward patients with terminal conditions.

AUTHOR Carr-Gregg M; Hampson R;
TITLE **A new approach to the psychological care of adolescents with cancer.**
SOURCE *Med J Aust* 1986 Dec;145(11/12): 580, 582-3;

ABSTRACT A review of Australian approaches to the psychosocial needs of adolescent cancer patients. Such patients are said to be at particularly high risk for emotional and psychosocial problems. The **Australian** Teenage Cancer Patients Society (Can Teen), a support group developed to address psychosocial needs and prevent emotional problems in this patient population, is discussed.

AUTHOR Carroll G; Massarelli E; Opzoomer A; et al.;
TITLE **Adolescents with chronic disease. Are they receiving comprehensive health care?**
SOURCE *J Adol Health Care* 1983 Dec; 4(4): 261-5;

ABSTRACT Seventy-eight percent of these 61 **Canadian** chronically ill adolescents (age 14–18) considered their subspecialist to be their "personal" physician, but only 27% reported that they discussed general health concerns with that physician.

AUTHOR Goldstein H;
TITLE **Utilisation of health services over a one-year period by an adolescent population with Down syndrome.**
SOURCE *Dan Med Bull* 1988 Dec; 35(6): 585-8;

ABSTRACT When compared to adolescents without Down syndrome (DS), **Danish** adolescents with DS (mean age = 17 years) had significantly more chronic diseases, saw a general practitioner less frequently, saw specialists more frequently, and received dental services more frequently.

AUTHOR Laron Z;
TITLE **Psycho-social problems of diabetic children and adolescents.**
SOURCE *Acta Diabetol Lat* 1984 Jan; 21(1): 35-46;

ABSTRACT Description of how the Bulinson Medical Center in **Israel** addresses psycho-social issues concerning childhood and adolescent diabetes from diagnosis through treatment. The disease is described in terms of its psychosomatic and somatopsychic nature, which lends itself to a multidisciplinary team approach. Such a team might consist of psychologists, social workers, dieticians, nurses, and pediatric endocrinologists. Ambulatory care is recommended, whenever possible. Education and group discussion are necessary aspects of treatment to address such areas as: family relations, school, courting and marriage, employment, technology, self-monitoring, and the possible organic complications of diabetes.

AUTHOR Larson CP; Lapointe Y;
TITLE **The health status of mild to moderate intellectually handicapped adolescents.**
SOURCE *J Ment Defic Res* 1986 Jun; 30(Part 2): 121-8;

ABSTRACT This study used multiple measures to assess the health status of 51 youth. The operational definition of health included measures of deviant behavior, social competence, and use of health services, as well as physical status. The purpose of the study was to conduct a needs assessment of health services in the **British** special education population. The authors conclude that findings indicate this population is underserved, particularly with regards to psychosocial functioning.

EDITOR Magrab PR; Miller HEC;
BOOK *Surgeon General's Conference (Jekyll Island, GA). Growing Up and Getting Medical Care: Youth with Special Health Care Needs. A Summary of Conference Proceedings.*
SOURCE National Center for Networking Community–Based Services: Georgetown University Child Development Center, 3800 Reservoir Road, NW, Washington, DC 20007, 1989: 47;

ABSTRACT This monograph contains the proceedings of a **United States** Surgeon General's conference: overview and scope of the problem; learning to be an adult patient; obstacles to transition to the adult health care system; the challenge for financing; and staff preparation.

AUTHOR Manelis J; Bloch D; Fell Z;
TITLE **The epileptic adolescent.**
SOURCE *Int J Adolesc Med Health* 1986 Jul; 2(3): 163-8;

ABSTRACT Two major problems confront the adolescent with epilepsy: the problems of the seizures and the negative stigma of society towards epilepsy. To help cope with the problems of this disability, special epilepsy centers have been established. The experience in a recently opened center in **Israel** is presented with emphasis on family counselling, learning problems, and vocational rehabilitation.

AUTHOR | Martin ML; Forchuk C;
TITLE | **Sexuality and the developmentally handicapped: Health education strategies.**
SOURCE | *B C J Spec Educ* 1987; 11(2): 101-8;

ABSTRACT | The Health Education and Learning for the Handicapped (H.E.A.L.T.H) group in **Great Britain** provides sex education for adolescents with developmental disabilities. In order to promote both cognitive and social development, their program focuses on understanding both concrete and abstract concepts, and understanding appropriate social behavior. The authors also assert that health professionals need a better understanding of the physiological, psychological, and sociological aspects of sexuality and need to possess a healthy attitude and awareness of their own sexuality.

AUTHOR | Perrin JM; Ireys HT;
TITLE | **The organization of services for chronically ill children and their families.**
SOURCE | *Pediatr Clin North Am* 1984 Feb; 31(1): 235-57;

ABSTRACT | Discussion of the present organization of services related to family needs and fragmentation, costs and financing, regionalization and coordination, and **European** and **Canadian** experiences in the organization of, and payment for, services.

AUTHOR | Rosenbloom AL;
TITLE | **Residential treatment centers in Europe for children and youth with diabetes mellitus.**
SOURCE | *Clin Pediatr* 1983 Nov; 22(11): 760-3;

ABSTRACT | Description of foreign programs, applications to **United States** programs.

AUTHOR | Stern LM;
TITLE | **The Disabled Adolescent Guidance Unit.**
SOURCE | *Int J Rehab Res* 1986 Fall; 9(3): 223-9;

ABSTRACT | The Disabled Adolescent Guidence Unit is an interdisciplinary transition counseling service located in **Australia**. The paper presents demographic data and the results of an evaluation follow-up questionnaire completed by 58 of the unit's clients, 66% of whom are persons with neurological disorders. The majority of the unit's clients had followed the recommendations of the unit.

IV. EDUCATION/VOCATIONAL SERVICES

AUTHOR Alberta Department of Education;
BOOK *Special Education Manual.*
SOURCE Alberta Department of Education, Special Education Services Branch: Edmonton, Canada, 1984: 82;

ABSTRACT This manual provides an overview of special education in Alberta, **Canada.** Included is a discussion of the purpose of special education; policy, guidelines, and procedures; standards; the Cascade Model of service delivery; programs for students with multiple sensory disabilities; legislation and regulation; and identification, placement, programming, and evaluation of special education.

AUTHOR Center Y; Ward J;
TITLE **Integration of mildly handicapped cerebral palsied children into regular schools.**
SOURCE *Except Child* 1984 Jul; 31(2): 104-13;

ABSTRACT Assessed the academic and social status of 85 students (age 6–16) in **Australia** with cerebral palsy to determine characteristics that are associated with successful integration into regular schools. Findings indicate that academic achievement was positively associated with cognitive ability, and social acceptance was positively associated with self-esteem. Also, academic success was not significantly associated with degree of handicap or educational placement.

AUTHOR Corrie M; Zaklukiewicz S;
TITLE **Learning special education: Issues for research.**
SOURCE *Scottish Educ Rev* 1984 May; 16(1): 10-8;

ABSTRACT This article discusses some of the more commons problems of adolescent school leavers with disabilities. Research in this area has been limited. The authors suggest the need for further research, especially qualitative studies, and they also suggest that research in this area should be widely disseminated and useful. Several practical areas for study are suggested, especially topics related to employment needs and the availability of support services for young people (school leavers) with handicaps.

AUTHOR Dooney R; Dunne P;
TITLE **Continuing education and training.**
BOOK *Vocational Training in Ireland.*
EDITOR Dooney R; Dunne P;
SOURCE European Centre for the Development of Vocational Training: Berlin, West Germany, 1985: 63-77;

ABSTRACT This chapter includes a section on vocational training for people with disabilities in **Ireland.** This training is largely carried out by voluntary organizations which are funded by the state. Ireland's National Rehabilitation Board acts as the coordinating body for these organizations. It provides vocational assessment, guidance, and placement; it also educates trainers. The vocational system for people with disabilities is placed in the larger vocational and social context of Ireland. The system for people with disabilities focuses on initial entry into the job market. The Rehabilitation Institute, founded in 1950, is the largest national voluntary organization in this field; a description of this organization is provided.

AUTHOR Ferguson C; Ward J;
TITLE **Meeting the educational needs of institutionalized children with severe developmental disabilities: A review of two Commonwealth programs.**
SOURCE *Aust N Z J Dev Disabil* 1987 Mar; 13(1): 39-51;

ABSTRACT Describes the evaluation of two special education programs in **Australia**, and examines the impact of these programs on children with severe developmental disabilities. Findings indicate that special programs targeted for a specific population serve to identify problems and advocate changes in the service delivery system despite the low level of funding required for such programs.

AUTHOR Fish J;
BOOK *Young People with Handicaps: The Road to Adulthood.*
SOURCE OECD Publication and Information Center: 2001 "L" St. NW, Suite 700, Washington, DC 20036, 1986: 68;

ABSTRACT An **international** study of the transition to adult working life by youth with disabilities in member nations of the Organization for Economic Cooperation and Development. Three stages of transition are identified: the final years of schooling, continued education, and early adult working life. Innovative practices are described and transition is conceptualized. Proposed criteria for evaluating transitional arrangements include assessment of objectives, family and community involvement, and financial arrangements. Recommendations are presented based on findings.

AUTHOR Hiller GG;
TITLE **Outlines of an educational program for disadvantaged children and adolescents.**
SOURCE *Z Padagogic* 1988 Mar; 34(2): 227-45;

ABSTRACT The author asserts that radical changes in the labor market and in living conditions necessitate alternatives to existing educational opportunities for disadvantaged youth in the **Federal Republic of Germany**. Presented is an outline of a model program which devotes special attention to students with disabilities and poor academic achievement in Germany.

AUTHOR Juul KD;
TITLE **The *Scandinavian* Folk High School: A model for the education and integration of handicapped youth.**
SOURCE *Except Child* 1985 Jul; 32(2): 121-7;

ABSTRACT The Scandinavian Folk High School is an educational institute that helps young persons in their transition from adolescence to adulthood. Some of the schools are designed specifically for students with handicaps, but also serve a smaller number of nonhandicapped peers. Between the Scandinavian countries of **Sweden, Norway, Finland,** and **Denmark,** there are 400 of these schools, each with approximately 100 students enrolled. This article describes the schools and their curricula as well as their funding sources in detail.

AUTHOR Martin M; Horsfall D;
TITLE **Training work skills for students with severe and multiple handicapping conditions.**
SOURCE *Aust N Z J Dev Disabil* 1987 Sep; 13(3): 151-9;

ABSTRACT A preliminary study in **Australia** to determine if 12–16 year old students with severe and multiple disabilities could be taught to perform vocational jobs in the community setting with minimum supervision from trained personnel. Results show that all subjects attained an 80% level of independent performance while working only one hour per week for six months with personnel who had no previous experience in vocational training.

AUTHOR Massie B;
TITLE **Disabled school leavers. Which way to tomorrow?**
SOURCE *Rehabil World* 1985 Spr; 9(1): 34-5;

ABSTRACT A discussion of the educational and employment difficulties likely to face adolescents with disabilities in the **United Kingdom**. School leavers with disabilities have difficulty competing for jobs because they often do not have the necessary academic qualifications and have inadequate levels of personal independence. The Manpower Services Commission (MSC) and the Youth Training Scheme (YTS) are two government programs designed to assist young people with disabilities. Employment agencies can often provide assistance, but long-term unemployment does not appear to be common for school leavers with disabilities. Day centers in local communities sometimes provide small jobs at low pay. A suggested solution is the removal of both architectural and attitudinal barriers.

AUTHOR May D; Hughes D;
TITLE **The prospects on leaving school for the mildly mentally handicapped.**
SOURCE *Br J Spec Educ* 1985 Dec; 12(4): 151-8;

ABSTRACT Examined the post-school experiences of 65 young adult dropouts in **Scotland** who have mild mental handicaps. Findings indicate that young adults leaving special education typically work a series of short-term placements in a variety of government sponsored programs with successive and growing periods of unemployment between placements.

AUTHOR McAfee JK; Sheeler MC;
TITLE **Accommodation of adults who are mentally retarded in community colleges: A national study.**
SOURCE *Educ Train Mentally Retard* 1987 Dec; 22(4): 262-7;

ABSTRACT Two hundred community colleges across the **United States** were surveyed concerning programs for persons who have mental retardation. It was found that students who have mental retardation are present on more than one-third of community college campuses. Programs for students who have mental retardation range from those that are specifically geared for them to others that have been adapted to accommodate their special learning needs. Most of the respondents (73%) indicated that they believed they had a legitimate role in providing services for persons with mental retardation. Obstacles are discussed.

AUTHOR McDonnell J; Wilcox B; Boles SM;
TITLE **Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps.**
SOURCE *JASH* 1986 Spring; 11(1): 53-60;

ABSTRACT **United States** administrators of school, vocational, and residential programs identified the current and future accessibility of community service programs. Data were gathered on waiting lists, number of students exiting school, and potential expansion of adult services within each state.

AUTHOR Meadow KP; Dyssegaard B;
TITLE **Social-emotional adjustment of deaf students. Teachers' ratings of deaf children: An American-Danish comparison.**
SOURCE *Int J Rehab Res* 1983 Sep.; 6(3): 345-8;

ABSTRACT An international comparison of the social-emotional adjustment of 1,021 American and Danish students (age 6–13) with hearing impairments as rated by their teachers. Results indicate that both **American** and **Danish** teachers rate their students with hearing impairments as lacking in motivation, initiative and independence. These characteristics are explained in terms of the lack of experiences students with hearing impairments have to develop independence.

AUTHOR O'Callaghan RJ; Toomey JF;
TITLE **Adult status of mildly retarded past-pupils from special education. Part one: Employment.**
SOURCE *Int J Rehab Res* 1983 Mar; 6(1): 18-28;

ABSTRACT Examines the employment status of 382 young adults (age 15–35) in **Ireland** with mild mental retardation. Findings indicate that the majority of young adults in Ireland with mild mental retardation make a satisfactory employment adjustment. Age, gender, and IQ were all found to be associated with employment outcome, while the presence of an additional physical disability in one-third of the sample was found to be negatively associated with employment outcome.

AUTHOR Organization of Economic Cooperation & Development;
BOOK *The Education of the Handicapped Adolescent: Integration in the School.*
SOURCE OECD Publications and Information Center: 2001 "L" St. NW, Suite 700, Washington DC, 1981: 150;

ABSTRACT The first in a series of OECD publications, this one examines: difficulties encountered in the last years of school and the initial transition to adult life; approaches to integration; and innovative strategies for planning. Various **OECD member nations** are discussed.

AUTHOR Organization of Economic Cooperation & Development;
BOOK *The Education of the Handicapped Adolescent: The Transition from School to Working Life.*
SOURCE OECD Publications and Information Center:2001 "L" St.NW, Suite 700, Washington, DC, 1983: 195;

ABSTRACT The objectives of transition and the enhancement of employability are described. Preparation for employment and obstacles to employment are discussed. Specific programs in European countries (**France**, **Norway**, **Italy**, and **Sweden**) are presented. Topics include: alternatives to work, the roles and needs of parents, developing vocational opportunities, integration, work training, and serious learning difficulties.

AUTHOR Organization of Economic Cooperation & Development;
BOOK *Handicapped Youth at Work: Personal Experiences of School Leavers: The Education of the Handicapped Adolescent. IV.*
SOURCE OECD Publications and Information Center:2001 "L" St. NW, Suite 700, Washington, DC 20036, 1985: 87;

ABSTRACT Twenty case studies of students from **France**, **Norway**, **West Germany**, and the **United Kingdom** are presented. The results of related studies are provided. Personal background, social considerations, and future plans are cited as factors impacting transition in addition to special education systems. It is concluded that isolation and its associated disadvantages are magnified by the physical environment of rehabilitation centers. Student responsibility for success is emphasized.

AUTHOR Reiter S; Asgad B; Bar-Tikvah H;
TITLE **Developing readiness in the mentally retarded for a life of quality through group relations : The example of "Even Hen", Israel.**
SOURCE *Br J Subnormality* 1989 Jan; 35(68): 29-39;

ABSTRACT The purpose of this investigation was to examine patterns of social and academic development in 55 **Israeli** students (age 11–26) with mental retardation and to evaluate the effectiveness of an experiential group approach for those students. Results support a developmental view of education where all participants tend to benefit from an experiential group approach regardless of level of mental retardation.

AUTHOR Schildroth A; Terrero I; Hotto S; et al.;
TITLE **Hearing-impaired children in Venezuela: 1985.**
SOURCE *Int J Rehab Res* 1987; 10(2): 185-95;

ABSTRACT A survey of 804 **Venezuelan** children (age 3–14) with hearing impairments provides data on service delivery, demographics, incidence rates, and causes of hearing impairments. In general, the findings are very similar to those in the United States although, in Venezuela, communicable diseases cause significantly more hearing impairments, and only one student reported receiving regular classroom instruction with hearing students.

AUTHOR Stude EW;
TITLE **Special education and vocational rehabilitation in the *Federal Republic of Germany*.**
SOURCE *J Rehabil* 1986 Apr; 52(2): 32-6;

ABSTRACT This article presents an overview of German systems. Emphasis is placed on the methods used to prepare people with disabilities for employment and to educate teachers and rehabilitation workers who assist them in these efforts. Rehabilitation counseling in Germany is discussed, and the positive and negative aspects of the special education and vocational rehabilitation systems are described.

AUTHOR Togonu-Bickersteth F; Odebiyi AI;
TITLE **Vocational capabilities of the deaf as assessed by the deaf and non-deaf in Nigeria.**
SOURCE *Int J Rehab Res* 1986; 9(3): 283-6;

ABSTRACT Compares the perceived vocational potential of individuals with hearing impairments as assessed by 680 students (age 14–18) in **Nigeria** both with and without hearing impairments. Findings indicate that both the general public and people with hearing impairments have a low opinion of the vocational potential of individuals with hearing impairments. In addition, researchers found a large discrepancy between the idealistic and realistic occupational aspirations of individuals with hearing impairments.

AUTHOR Toomey JF; O'Callaghan RJ;
TITLE **Adult status of mildly retarded past-pupils from special education. Part II: Social adaptation.**
SOURCE *Int J Rehab Res* 1983 Sep; 6(3): 301-12;

ABSTRACT Investigated the social adaptation of 382 young adults (age 15–32) in **Ireland** who have mild mental retardation. Results indicate that IQ and age are associated with successful social adaptation, and that males and those with lower socioeconomic status tend to exhibit a higher degree of independence. Although many young adults in Ireland with mild mental retardation tend to make satisfactory social adjustments, a substantial number of young adults experience social isolation.

AUTHOR Uditsky B, et al.;
TITLE **On Campus: Integrating the university environment.**
BOOK *Alternative Futures for the Education of Students with Severe Disabilities.*
EDITOR Baine D;
SOURCE Unversity of Alberta: Edmonton, Canada, 1988: 96-103;

ABSTRACT The On Campus Program of the University of Alberta is described. This **Canadian** program serves 11 students with moderate to severe disabilities. The program relies on a philosophy of encouraging: generic setting, integrated activities, life-long learning, enhanced self-esteem, life-enriching experiences, improved employment opportunities, normative and challenging expectations, and opportunities for associations and connections. Each student develops an individual integration plan to identify and organize activities appropriate to individual needs, interests, and strengths. Activities include: classes, recreation, and social interactions. (Available through EDRS, ED#310568. U.S. callers dial: 1-800-227-ERIC.)

AUTHOR Vandergroot D; Gottlieb A; Martin EW;
BOOK *The Transition to Adulthood of Youth with Disabilities.*
SOURCE Youth and America's Future: The William T. Grant Foundation Commission on Work, Family, and Citizenship: Institute for Educational Leadership, Suite 310, 1001 Connecticut Ave., NW, Washington, DC 20036–5541 Mar: 95;

ABSTRACT This paper provides an overview of the issues surrounding this transition for **American** youth with disabilities. The economic, social, and educational disadvantages common in this population are described. Current programs and interventions that can meet some of the needs of transitioning youth are presented. Research, policy, and practice recommendations are provided. Specific interventions discussed include: work experience programs, work skills preparation, employer-focused initiatives, rehabilitation engineering, use of occupational information, job-seeking skills preparation, transition planning, parental/family support interventions, and community-based collaborative intervention models.

AUTHOR Westwood RW; Mitchell DR;
TITLE **The transition of intellectually handicapped adolescents from school to adult living, work and postsecondary education: A recent New Zealand study.**
SOURCE *Aust N Z J Dev Disabil* 1988; 14(3): 245-53;

ABSTRACT This **New Zealand** study describes the vocational and residential transition of adolescents with moderate mental retardation. Findings indicate that the active involvement of family and other personal support systems directly affects the degree to which students with moderate mental retardation take advantage of services that can assist them in transistion from school to adult life.

AUTHOR Wilgosh L; Barry M;
TITLE **Career education: Parent and teacher ratings of TMH students' skills.**
SOURCE *Int J Rehab Res* 1984 Mar; 7(1): 80-2;

ABSTRACT Surveyed parents and teachers of students (age 14–19) in **Great Britian** who were labeled trainable mentally handicapped in order to compare and contrast ratings of adaptive behavior and vocational education. Results indicate that both parents and teachers tend to report similar ratings of adaptive behavior, and that better communication between parents and teachers is important for implementing a career education program.

AUTHOR Wolffe M; Wild JM;
TITLE **The occupational success of visually handicapped adolescents in the first year after leaving school for the partially seeing.**
SOURCE *Int J Rehab Res* 1984; 7(4): 399-407;

ABSTRACT A longitudinal study of the occupational success of 355 students (mean age = 17.6 years) in **England** who have visual impairments. Correlations between occupational success and visual, biographical, psychological, and educational measures indicate that there is no single variable that determines occupational success, but rather that occupational success is dependent upon a wide variety of components.

V. EPIDEMIOLOGY AND POLICY

AUTHOR Cadman D; Boyle MH; Offord DR; et al.;
TITLE **Chronic illness and functional limitation in Ontario children: Findings of the Ontario Child Health Study.**
SOURCE *Can Med Assoc J* 1986 Oct; 135(7): 761-7;

ABSTRACT Ontario Child Health Study's purpose was to determine prevalence and distribution of mental health problems in 3,294 Ontario children aged 4-16 years and their families. It also allowed an estimate of other significant chronic conditions and an overview of use of health education and social services. Overall, children of lower socioeconomic status were more likely to have chronic health problems. Children with chronic health problems were more likely to use health, education and social services.

AUTHOR Clifton NA; Swart JG;
TITLE **Profile analysis of pupils at a school for black deaf children.**
SOURCE *South African Medical Journal* 1988 Mar; 73(5): 289-90;

ABSTRACT This study investigated 169 3–18 year old black students at a school for children with hearing impairments. Ninety–five percent of the students examined were hearing impaired before the age of three, and a probable cause could be found in only 30% of the cases. The authors stress early diagnosis and treatment of childhood hearing impairment.

AUTHOR Diaz–Fernandez F;
TITLE **Descriptive epidemiology of registered mentally retarded persons in Galicia (northwest Spain).**
SOURCE *Am J Ment Retardation* 1988 Jan; 92(4): 385-92;

ABSTRACT A cross-sectional study of people in Northwestern **Spain** (age 15–30) with mental retardation. Data indicate that, in terms of prevalence rate, age, gender, and socioeconomic status, persons in Spain with mental retardation are very similar to those in other countries. In terms of service delivery, only 12% of those people who have mental retardation have attended a special education center or a regular school.

AUTHOR Everson JM;
TITLE **An analysis of federal and state policy on transition from school to adult life for youth with disabilities.**
BOOK *Vocational Rehabilitation and Supported Employment;*
EDITOR Wehman P; Moon MS;
SOURCE Paul H. Brookes: Baltimore, 1988: 432;

ABSTRACT This chapter discusses **United States** policy for youth regarding employment and community services.

AUTHOR Newacheck PW;
TITLE **Adolescents with special health needs: Prevalence, severity, and access to health services.**
SOURCE *Pediatrics* 1989 Nov; 84(5): 872-81;

ABSTRACT Analysis of national survey data from 15,181 **American** adolescents ages 10-18 years with focus on the 6% with a disability.

AUTHOR Paxman JM;
TITLE **Health care for handicapped adolescents: International legislative and policy trends.**
SOURCE *J Adol Health Care* 1982 Sep; 3(2): 103-9;

ABSTRACT Discussion of international legislative supports, definitions of "handicap," comprehensive health care programs, prevention, detection and reporting systems, treatment and rehabilitation programs, and complementary forms of assistance for youth with disabilities.

AUTHOR Singh R; Abudejaja A;
TITLE **Trend and types of disabled persons in Libyan Arab Jamahiriya.**
SOURCE *Int J Rehab Res* 1983 Jun; 6(2): 153-64;

ABSTRACT Census data provide information on the prevalence rates and causes of disablities among individuals in **Libya**. Results indicate that the disability prevalence rate has progressively decreased from 1964 to 1976 due to improved socioeconomic development, increased health care expenditures, and subsequent decreases in communicable diseases. Also, Libya's national program for people with disabilities and increased emphasis on prevention of disabilities provides complete lifelong medical and social care.

AUTHOR Wallner T;
TITLE **The number of mentally retarded—A result of steps taken by society? Changes in the age structure among mentally retarded persons in Sweden.**
SOURCE *Res Dev Disabil* 1988; 9(2): 135-43;

ABSTRACT A cross-sectional survey of 35,793 people in **Sweden** with mental retardation indicates that, although the overall proportion of people with mental retardation has not changed, the proportion of children and young adults has decreased and the proportion of adults has increased. Changes are attributed to prenatal diagnosis, improved practices in obstetrics, introduction of antibiotics, and improvements in the medical and social care of people who are mentally retarded.

CYDLINE Reviews

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